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ABSTRACT

This book advances an argument for how to restructure public higher education in the United States. Among the authors' suggestions are: instituting an open-admissions policy to allow more people an opportunity for a college education; encouraging high school students to delay their college education until they are emotionally and academically ready; eliminating dissertations as a requirement for receiving a Ph.D; and instituting student--not peer--professor evaluations. Part I reexamines the mission of the university in a democratic society. Part II looks at various models for the university as the marketplace of ideas. Part III analyzes types of university communities. Part IV examines the students and their role. Part V describes students in an open university. Part VI discusses higher education and career preparation. Part VII begins an examination of teaching and its importance. Part VIII covers good and bad teaching and how to encourage good instruction. Part IX describes an "open classroom" model. Part X takes on teaching values, minimizing politics, and student teacher relations. Part XI discusses course content and includes the Great Books debate, the role of popular culture studies, and related issues. Part XII explores the "political correctness" controversy. Part XIII explores college faculty and their roles. Part XIV makes an argument for an "open university" format for higher education. Part XV suggests eliminating tenure. Part XVI discusses government college relations. Part XVII suggests how to cut costs. Includes an index, notes and a 61-item bibliography. (JB)

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